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ABSTRACT

This booklet is the result of a partnership project between the Student National Education Association (NEA) and the NEA Division of Instruction and Professional Development. It attempts to provide Student NEA members with background information about accreditation and certification in teacher education so that they can take action to make changes in teacher education programs. It provides an understanding of (1) the purpose of accreditation and the organizations involved in accreditation; (2) how these state, regional, and national associations are organized and operate; and (3) how they are interrelated. It also deals with the role of the teaching profession in accreditation, the problems and issues involved in accreditation of teacher education programs, and criticisms of the accreditation process. Finally, it explains how to become involved in organizations concerned with accreditation in order to make changes in teacher preparation programs. (BD)

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THE STUDENT NEA LOOKS AT ACCREDITATION

AN OVERVIEW OF ACCREDITATION AND CERTIFICATION WITH GUIDELINES FOR STUDENT INVOLVEMENT TO IMPROVE TEACHER EDUCATION

A Partnership Project Between
the Student National Education Association
and the National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
July 1975

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PREFACE

The "Student NEA Looks at Accreditation" is the result of a partnership project between the Student NEA and NEA Instruction and Professional Development. The purpose of this overview and guidelines is to provide Student NEA members with background information about accreditation and certification in teacher education so that they can take appropriate action. Specifically, the overview and guidelines are intended to give an understanding of:

1. The organizations involved in the accreditation of teacher education.
2. How these associations are organized and operate.
3. The interrelationships among these associations.
4. The role of the teaching profession in accreditation.
5. The problems and issues involved in the accreditation of teacher education programs.
6. The criticisms leveled against the accreditation process.
7. How to become involved in these organizations in order to make the changes which you want to make in your teacher preparation programs.

An initial draft of this booklet was prepared in Denver by the following students and teachers:

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Special thanks goes to Paul Olson, director of the Study Commission on Undergraduate Education and the Education of Teachers at the University of Nebraska (Lincoln), for his very generous sharing of knowledge and information. Finally, we would like to thank all those individuals who critiqued this booklet.

Dick Cortright
NEA Staff Liaison

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Student NEA Staff Liaison

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A MESSAGE TO STUDENT NEA MEMBERS

There is compelling evidence that college students preparing to teach are dissatisfied with the education programs which they are required to endure in order to be certified to teach. In February 1975, the Student NEA Representative Assembly adopted standards for the improvement of teacher preparation as set forth in the "Essential Criteria for Teacher Preparation Programs."[1] The implementation of these criteria will depend upon your understanding of and ability to change existing accreditation standards, policies, practices, and perhaps even the very organizations which accredit teacher preparation. The curriculum of teacher preparation -- the number of courses as well as the hours that you take, the educational preparation and experience of your faculty members, student and recent graduate involvement in program evaluation and change -- these and many other factors are all maintained in accordance with minimum accreditation standards established at the state, regional, and national levels.

"The Student NEA Looks at Accreditation" is intended as a companion document to the "Essential Criteria for Teacher Preparation Programs." The purpose of this booklet is to "demystify" the accreditation process. The booklet is divided into two major sections: (1) an overview of teacher accreditation -- its purpose, the relevant organizations, etc.; and (2) guidelines which suggest specific action steps for students to take.

In 1970, the Carnegie Commission on Higher Education and the American Council on Education completed an extensive survey which was sent to 70,000 students, former students, and faculty members at colleges and universities across the country. The data were divided according to the students' major fields of study, among other categories. The Carnegie Study data, later tabulated by the Study Commission on Undergraduate Education and the Education of Teachers, revealed the following information about education majors:

> 36% of the education students surveyed said that they were dissatisfied with the quality of instruction which they received.

21% said that they were not really learning anything important: this percentage was 6% higher than for the rest of the university.

33% of the students who labeled themselves as education majors in the 1970 Carnegie Study said that the instructor in their most recent education course was dull and uninteresting, a figure higher than for four other professional or preprofessional areas.

34% of the education majors said professors in their major field do not give their work the attention it deserves -- almost 9% higher than the general run of university students.

Almost 40% of the education majors believed that it was difficult both to get good grades and to really learn something, while 52% said that colleges reward conformity and crush creativity.

71% of the students majoring in education said it was usually true that the best way to make it in the university was to tell the professors what they wanted to hear -- higher than the other groups.[1]

Education faculty saw their top priority as providing a liberal education for undergraduates (30%), their second and third priorities as training graduate or professional students or doing research (27%), and fourth as providing an education for a student's chosen profession (24%).[2]

The Carnegie Study data indicate that not only are there a lot of dissatisfied education majors, but they are even more dissatisfied with their training programs than are students majoring in other professional areas. A change in teacher preparation accreditation standards will not solve all of the problems and dissatisfactions

[1] Paul Olson. "October Report." Unpublished draft of the final report of the Study Commission on Undergraduate Education and the Education of Teachers. Lincoln: University of Nebraska, October 1974. Chapter IV, pp 10-12.

[2] Ibid., Chapter IV, pp. 18-19.

which you have with your preparation for teaching. However, it is one of the most significant influences affecting your training as a teacher.

> Thirty-four percent of all college students intend to teach at some level, the largest group among students....Educational personnel represent the largest single occupational group that is subject, in every instance, to licensing criteria and procedures; and prospective educational personnel represent the largest category of undergraduates preparing for a licensed occupation. At the same time, these licensed educational personnel are intimately involved in the shape of the education of the future, and will surely be involved in re-shaping education in response to legal developments that will force reformulation of the criteria and processes of licensing in a variety of occupations. Finally, viewed from a purely economic perspective, educational personnel and attendant activities and services consume approximately 8% of the Gross National Product, a proportion about equivalent to that consumed by the Defense Department. The number of people affected by questionably "equal-opportunity" or "consumer-protective" licensing and hiring practices in education is therefore large, and moreover of both great importance to the country and great weight in the workforce. It should be big enough to have some clout in court challenges of licensing practices.[1]

A preprofessional advocate is a student who is working for positive change in teacher preparation programs. As consumers of education, student NEA members have a legitimate advocacy role and concern in the quality of education for their chosen profession Student involvement can improve the quality and relevance of teacher education programs. I urge you to:

1. Participate in a consciousness-raising effort with your local membership to assure that they understand that a denial of

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[1]Ibid., Chapter II, pp. 43-44.

their right to participate in the decision-making process is a violation of their constitutional rights and is analogous to taxation without representation.

2. Be active in your Student NEA and teacher associations to advocate the changes which you want; strive for legal and full-voting member involvement in decision-making bodies affecting teacher education.

3. Work with the accreditation bodies which determine the scope, sequence, and content of teacher education to ensure that they are meeting their mission of quality teacher preparation.

4. Be aware of your rights -- to information and to due process guarantees -- and know the laws, regulations, and agencies established to ensure that your rights are protected and that you have proper vehicles for the resolution of your grievances.

5. Be aware that many of the decisions affecting teacher preparation are made in the state and national legislatures. Such information may affect the strategy that you use in implementing the following guidelines.

John Skinner
President
Student NEA
1974-75

AN OVERVIEW OF ACCREDITATION

AND CERTIFICATION IN TEACHER EDUCATION

I. THE PURPOSE OF ACCREDITATION

Accreditation is "the process whereby an organization or agency recognizes a college or university, or a program of study as having met certain predetermined qualifications or standards."[1] The accreditation process as we know it today is a uniquely American institution which developed because of the absence of federal control of education, because of the failure of the states to exercise their legal authorities over higher education, and because of a strong drive for the development of uniform, minimum national standards.

John Mayor, in his study Accreditation in Teacher Education, listed five purposes of accreditation:

1. Service to the public. Accreditation is supposed to guarantee to the citizen quality in an institution of higher learning.
2. Institutional improvement. Minimum standards, the initial accreditation, and the periodic reevaluation visitations are seen as a major thrust for the improvement of teacher education.
3. Facilitating transfers. The establishment of national standards or norms allows college and university admissions officers to make easier and more rapid judgments regarding the admission or graduation of a student, and the movement of a student on to the next level of matriculation.
4. Raising standards of the profession. "An important objective of accreditation is to raise the standards of education for the practice of a profession. Almost every profession has adopted accreditation as a means of suggesting how its practitioners should be prepared, and, as necessary, of enforcing its ideas."[2]
5. Information for prospective employers. Accreditation is taken as proof of the quality of training which a graduate from the institution has received.

There are four general steps involved in accreditation.

1. The accrediting agency decides what standards or criteria of measurement it will employ.

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[1] John R. Mayor. Accreditation in Teacher Education: Its Influence on Higher Education. Washington, D.C.: National Commission on Accrediting (now a part of the Council on Postsecondary Accreditation), 1965, p. 5.

[2] Ibid., p. 12.

2. On-site visitations to the institution are conducted by a team of qualified experts to determine if the institution's policies and practices meet with the established standards.
3. The accrediting agency publishes a list of institutions that have met its standards.
4. Periodic reviews are conducted to assure that the institution continues to meet the established standards.

Accreditation is a voluntary service; the institution being evaluated initiates the procedure by petitioning the organization having accrediting jurisdiction.

In his "Message to Student NEA Members," Student NEA President John Skinner mentioned the importance of accreditation and state approval in the determination of teacher education curricula. Accreditation and certification are additionally important because "they can have a crucial effect on an individual's employment."[1] If an individual does not have the required courses mandated by the state's approved program or standards, he/she will not be certified and will be unable to find a job. Between states participating in reciprocity agreements accreditation is the major and in some instances the only factor in determining the acceptance of an individual's teaching credentials.

Finally, accreditation status is used by foundations, individuals, and by the federal government in making grants to colleges and universities. Dr. John R. Proffitt, director of the Accreditation and Institutional Eligibility Staff, U.S. Office of Education, explains:

> The U.S. Office of Education maintains lists of accrediting agencies and State agencies which have been recognized by the U.S. Commissioner of Education as reliable authorities concerning the quality of education or training offered by educational institutions or programs. Accreditation is one of the major requirements for institutional eligibility for various federal funding programs of assistance to education, including both institutional assistance and student financial aid programs.

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[1]Paul Olson. "October Report." Unpublished draft of the final report of the Study Commission on Undergraduate Education and the Education of Teachers. Lincoln: University of Nebraska, October 1974. Chapter II, p. 41.

There is tremendous pressure put on institutions, from outside agencies as well as from the university itself in order to gain prestige by having accredited status. In reality accreditation is far from a voluntary choice -- it is a necessity for institutions of higher learning today.

There are a number of factors which complicate accreditation of teacher preparation:

1. Programs in teacher education are offered by more colleges and universities than any other professional field of study.
2. Teacher education is dependent upon or related to more facets of a total institutional program than any other area of specialized accreditation.
3. There are philosophical differences regarding the best way to prepare teachers.
4. There is a greater diversity of specialization within teacher education than is true of any other professional field of study.[1]

The lack of agreement on and validated research to support what the necessary skills of a teacher are have resulted in there being "little statistical evidence that teacher education institutions produce people who are appreciably more capable in handling the job of teaching than people who have similar intellectual background but have had no training in teaching."[2]

There are three levels of approval or accreditation in teacher preparation: state, regional, and national. The state is involved in approval through its power to regulate education and to issue teaching certificates. The regional accrediting agencies evaluate the total institution, and the national teacher accrediting body -- the National Council for Accreditation of Teacher Education (NCATE) -- evaluates the teacher education programs.

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[1] Mayor, op. cit., p. xv.
[2] Olson, op. cit., Chapter IV, pp. 1-2.

II. STATE APPROVAL

The state is involved in the approval of teacher education programs because of its legal authority to regulate education and to certify competent teachers. Certification is "a process of legal sanction, authorizing the holder of a credential to perform specific services in the public schools of the state."[1] Although certification is usually understood to mean the licensing of an individual, the majority of the states (45 of them)[2] use the approved-program approach, which uses the same general procedure that the accreditation associations follow. In the approved-program approach, certification is based upon the recommendation of the institution that the student has completed a program of teacher education according to the minimum standards of the state.

> This implies that the state exercises careful scrutiny of a teacher education program before approval...on the basis of a campus visit and positive appraisal of a program by a team broadly representative of the profession..... It implies further that the institution's recommendation of a candidate who has completed the program is given major...emphasis is issuing the certificate.[3]

> Each State department of education is involved directly or indirectly in the accreditation or approval of teacher education programs within both public and private colleges and universities of the State. In some instances this function is specifically provided for by statute and is supplemented by rules and regulations of the State education agency. Where statutory authority is lacking, the State board of education or State department of education supplies the legal

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[1] Mayor, op. cit., p. 5.
[2] T. M. Stinnett, A Manual on Standards Affecting School Personnel in the United States, 1974 Edition. Washington, D.C.: National Education Association, 1974, p. 5.
[3] Ibid., p. 5.

> authorization necessary, usually as an application or extension of its authority in teacher education and certification. In the absence of specific statutes, a State should provide explicitly, through board of education regulations or administrative policies of the department, the legal authority for the approval of teacher education programs.[1]

Each state has its own unique patterns and policies of state approval. See the Guideline on "What To Ask State Agencies," page 35.

State department officers responsible for teacher education and certification belong to the National Association of State Directors of Teacher Education and Certification (NASDTEC). NASDTEC Standards for State Approval of Teacher Education, as revised in 1973, represent "the consensus of department of education personnel" and are "intended to help upgrade the quality of instruction in institutions engaging in the education of teachers and to promote a greater degree of uniformity in accreditation procedures among the states."[2] NASDTEC recommends that the states follow its standards in structuring their state approval programs. Copies of the NASDTEC standards may be obtained by writing the Utah State Board of Education, Division of Instructional Support Services, 1400 University Club Building, Salt Lake City, Utah 84111 (single copies cost $2.00). NASDTEC standards do not reflect the position of the entire education profession, only that of state department personnel.

Many states have incorporated the NASDTEC standards into their state standards. According to a 1974 NEA survey, 22 of the states belong to the NASDTEC reciprocity system, which means that they "will issue regular certificates to out-of-state graduates of programs approved by the home state on the basis of Standards for State Approval of Teacher Education...."[3]

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[1] National Association of State Directors of Teacher Education and Certification. Standards for State Approval of Teacher Education. 1973 Edition (Revised). Salt Lake City, Utah: Utah State Board of Education, 1973. Chapter I. I.

[2] Ibid., Preface.

[3] Stinnett, op. cit., p. 6.

Such certification reciprocity facilitates the transfer of professional teachers from one state to another. In addition to the NASDTEC agreement, there is the Interstate Certification Project (ICP). For further information on the ICP contact Mrs. Helen Hartle, Director, ICP, c/o New York State Education Department, Albany, New York 12210 (518/474-6440).

III. REGIONAL ACCREDITATION

Regional accreditation is an accreditation of the institution in general, and does not really address itself to whether the institution is able to prepare members of a specific profession. Regional accreditation, therefore, is considered a necessary base before a group such as NCATE would even consider visiting an institution to see if its programs for the preparation of teachers could be approved. Regional accreditation is no indication of any kind of accreditation in teacher education.

"The most widely recognized accreditation of public and private nonprofit schools is conducted by six regional associations."[1] The regionals were the first accrediting agencies to be set up; they were established in response to the tremendous growth in secondary schools and institutions of higher education beginning in the late 1800's.

> It was during this period of efforts to establish the function of the regional associations, that formalized notions of what constitutes an American college and university came into being. Standards emerged for finance, faculty, physical facilities, admissions standards, and curriculum...[2]

The relevant accrediting commissions within the six regional associations are:

1. Middle States Association of College and Secondary Schools.

Harry W. Porter
Executive Secretary
Commission on Higher Education
Gateway One, Raymond Plaza West
Newark, New Jersey 07102

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[1] Deighton, op. cit., p. 50.
[2] Olson, op. cit., Chapter II, pp. 13-14.

States: Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, and Puerto Rico.

2. New England Association of Schools and Colleges.

Robert R. Ramsey, Jr.
Director of Evaluation
Commission on Institutions of Higher Education
131 Middlesex Turnpike
Burlingame, Massachusetts 01803

States: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

3. North Central Association of Colleges and Secondary Schools.

Joseph Semrow
Executive Secretary
Commission on Institutions of Higher Education
5454 South Shore Drive
Chicago, Illinois 60615

States: Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming.

4. Northwest Association of Secondary and Higher Schools.

James F. Bemis
Executive Director
Commission on Higher Schools
3731 University Way, N.E., #104
Seattle, Washington 98105

States: Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.

5. Southern Association of Colleges and Schools.

Gordon W. Sweet
Executive Secretary
Commission on Colleges
795 Peachtree Street, N.E.
Atlanta, Georgia 30308

States: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

5. Western Association of Schools and Colleges.

Kay J. Andersen
Executive Director
Accrediting Commission for Senior Colleges and Universities
c/o Mills College
Oakland, California 95350

Harry D. Wiser
Secretary
Accrediting Commission for Junior Colleges
Post Office Box 4065
Modesto, California 95350

States: California and Hawaii.

The regional accrediting associations evaluate secondary schools and vocational and technical schools as well as colleges and universities. The associations are supported by membership fees and admit to membership only those institutions that meet their standards. "The regional accrediting agency is usually both an accrediting body and a membership organization. Colleges and universities are said to 'belong' to the association as members, and attend its meetings and conventions for inspiration, help, and improvement."[1]

An NCATE paper, "Regional and Professional Accreditation," described the regional associations as follows:

> The regional accrediting association is oriented towards the needs of institutions and perhaps logically so, considering the thrust of the movement. The voting members of the association are almost always the president and deans of institutions and are likely to think with the problems of the institutions they represent in their minds.

[1] "Regional and Professional Accreditation." Washington, D.C.: National Council for Accreditation of Teacher Education. A summary which borrows from an article by W. Earl Armstrong, "Regional and Professional Accreditation" which appeared in Liberal Education, Vol. 47, No. 2, May 1962. 1971, p. 1.

> It is difficult for this kind of agency to develop policies that would work a genuine hardship on member institutions. Revolutionary changes are unlikely to occur. While it would be both unfair and untrue to say that such agencies lack interest in the public good, it does appear to be true that the focus and thrust of the agency is institutionally oriented first, and society-oriented second.
>
> ...In the preparation which an institution undertakes to get ready for the arrival of the team...the regional agency asks the institution to make a "self-study" and the purpose of the self-study is to identify problems on which the faculty of the institution should be working. These self-study reports call attention very openly to points of weakness and they raise questions for future action by the faculty. The reports are likely to collect facts largely for the purpose of identifying problems. The reports are developed primarily for the benefit of the institution.[1]

Three of the regionals compose their higher education visitation teams entirely of faculty and administration (North Central, New England, and Western). The categories from which the other regionals draw on to make up the rest of their teams are secondary school personnel, non-educators, students, and trustees.[2] The institution being evaluated has considerable leeway in the makeup of the team, although no commission gives the institution the right to reject candidates.

A survey of the regional accrediting agencies compiled in August 1974 asked the following question: "If an institution... has accreditation postponed or denied, is this made public?" Only two of the regionals, the Northwest and the Southern, make public the reasons for a withdrawal of accreditation to an institution of higher education. The North Central Association is the only regional association which makes public the awarding of probationary status. The principal means of releasing

[1] Ibid., p. 2.

[2] Federation of Regional Accrediting Commissions of Higher Education. "Data About the Regional Accrediting Commissions." Washington, D.C.: Council on Postsecondary Accreditation, August 1974. p. C5.

information on accreditation status is through notification to the state and federal offices of education and in the annual listing or other internal publications of the regional association, a newsletter or proceedings from their annual convention.[1]

John Mayor commented that once the regionals had accredited about 85 percent of the existing colleges and universities they lost zeal for applying minimum standards and began to apply qualitative rather than quantitative standards of measurement. He noted:

> When a private institution under review appears to be borderline, or even below minimum standards, it has a good chance of being granted provisional accreditation or probationary status on the assumption that the institution will be able to overcome its difficulties. Then if, at the expiration of the provisional or probationary period, the college still appears deficient, one or more additional periods of grace might be permitted.[2]

Teacher education appears to be a very minor item to which the regionals pay attention in their accreditation of the total program. In more recent years the regionals have been dealing with accreditation problems involving junior colleges, specialized schools, and expanding degree programs.

Paul Olson, director of the Study Commission on Undergraduate Education and the Education of Teachers, commented:

> For as long as the regionals accredit "institutions in general" and the so-called "general education" component of teacher education, the focus and purpose of the regionals are not sufficient to ensure that the "work in the disciplines" required of teachers will be an adequate preparation for their teaching career in a particular community.[3]

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[1] Ibid., p. D3.
[2] Mayor, op. cit., p. 41.
[3] Olson, op. cit., Chapter II, p. 19.

The regionals formed the Federation of Regional Accrediting Commissions of Higher Education (FRACHE) in 1964. The Federation, in turn, was one of the associations which formed the Council on Postsecondary Accreditation (COPA) in July 1974, along with the National Commission on Accrediting, the American Association of Bible Colleges, the Association of Independent Colleges and Schools, the National Association of Trade and Technical Schools, and the National Home Study Council. These associations represent all of the agencies accrediting programs in postsecondary education. COPA "reviews the work of its member accrediting agencies, determines the appropriateness of existing or proposed accrediting activities, and performs other related functions"[1] in accord with its bylaws. Information on COPA is available from:

The Council on Postsecondary Accreditation
One Dupont Circle, N.W., Suite 760
Washington, D.C. 20036
202/452-1433

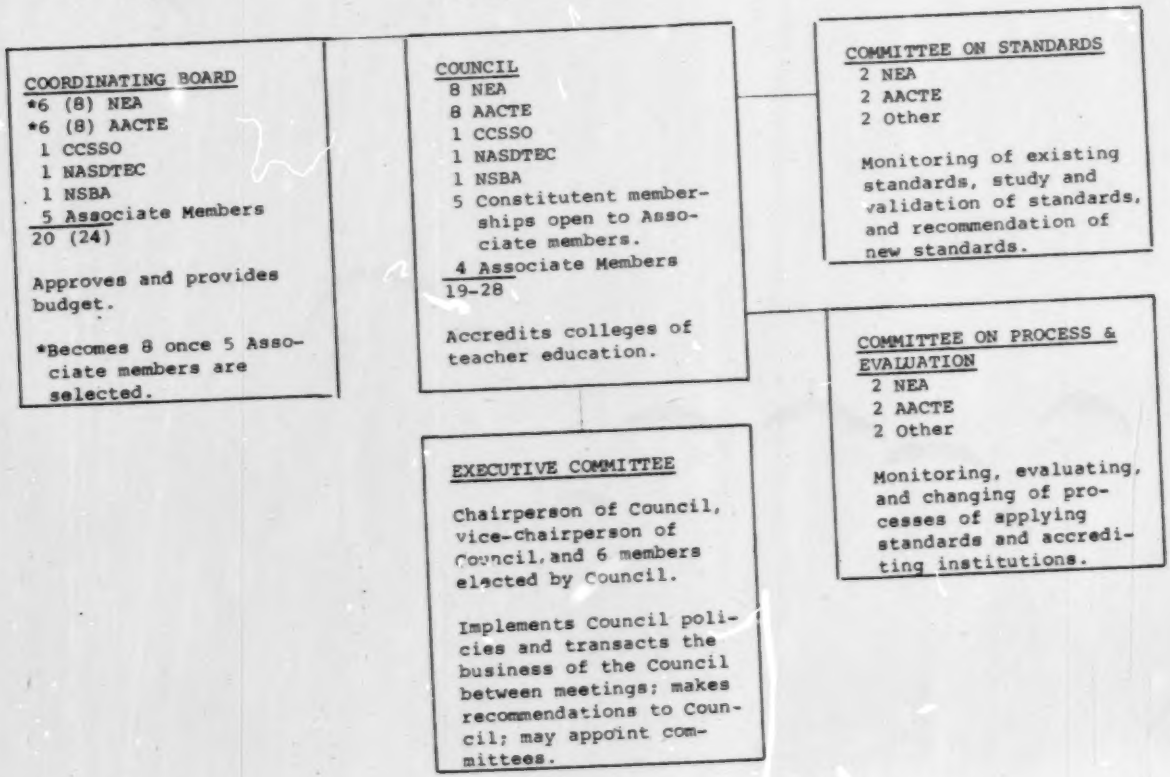
IV. NATIONAL ACCREDITATION

The National Council for Accreditation of Teacher Education (NCATE) evaluates and accredits the professional component of teacher education programs. NCATE is composed of five constituent organizations: the National Education Association (NEA), the American Association of Colleges for Teacher Education (AACTE), the Council of Chief State School Officers (CCSSO), the National School Boards Association (NSBA), and the National Association of State Directors of Teacher Education and Certification (NASDTEC). NEA and AACTE hold the majority of the membership and provide a large part of the financial support of the Council. In addition, there are five associate member seats on the Council; the Student NEA is one of three associate members, along with the Association of Teacher Educators and the National Council of Teachers of Mathematics, to have been approved thus far. Associate membership (without voting rights) is an initial step to constituent membership.

An organizational chart of the NCATE structure appears on page 12.

[1] "Bylaws of the Council on Postsecondary Accreditation." Washington, D.C.: Council on Postsecondary Accreditation, 1974.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION
ORGANIZATIONAL CHART


COORDINATING BOARD
*6 (8) NEA
*6 (8) AACTE
1 CCSSO
1 NASDTEC
1 NSBA
5 Associate Members
20 (24)
Approves and provides budget.
*Becomes 8 once 5 Associate members are selected.
COUNCIL
8 NEA
8 AACTE
1 CCSSO
1 NASDTEC
1 NSBA
5 Constitutent memberships open to Associate members.
4 Associate Members
19-28
Accredits colleges of teacher education.
COMMITTEE ON STANDARDS
2 NEA
2 AACTE
2 Other
Monitoring of existing standards, study and validation of standards, and recommendation of new standards.
COMMITTEE ON PROCESS & EVALUATION
2 NEA
2 AACTE
2 Other
Monitoring, evaluating, and changing of processes of applying standards and accrediting institutions.
EXECUTIVE COMMITTEE
Chairperson of Council, vice-chairperson of Council, and 6 members elected by Council.
Implements Council policies and transacts the business of the Council between meetings; makes recommendations to Council; may appoint committees.

NCATE accredits only four-year institutions and it accredits each separate teacher education program regardless of the department, e.g. music, agriculture, or home economics, according to the following categories: "(1) preparation of elementary school teachers, (2) preparation of secondary school teachers, and advanced categories for elementary and secondary teachers, as well as (3) preparation of school service personnel such as administrators, supervisors, guidance counselors, school psychologists, and superintendents."[1]

The prerequisites for NCATE evaluation are (a) state approval of the teacher education program by the State department of education, (b) regional accreditation by a regional accrediting agency, (c) evidence of a letter of intent to comply with the affirmative action guidelines of the U.S. Office of Education, and (d) graduates from each program being evaluated.

The steps involved in an NCATE evaluation are as follows:

Phase I: Institutional Self-Study
The institution studies itself and writes a report. Copies go to NCATE and to the NCATE evaluation team members.

Phase II: NCATE Team Visit
The NCATE team visits the campus and writes another report. Copies go to the Washington, D.C., office of NCATE. (Fall and spring semesters)

Phase III: Evaluation Boards Meet
NCATE mails copies of the institutional and team reports to members of several evaluation boards. The boards study the reports carefully at home, come together to compare study notes and make a recommendation. Recommendations for accreditation are taken to the Council for final action. (March through July)

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[1] Twenty-first Annual List: 1974-75. Washington, D.C.: National Council for Accreditation of Teacher Education. 1974. p. 5.

Phase IV. Council Meeting

The Council receives the recommendations of the evaluation boards and makes the final decisions. It instructs the NCATE director to communicate with each of the institutions evaluated and give them the decision and recommendations of the Council.

The institution must request accreditation. A list of possible team members is presented to the institution which has the power to accept or reject them. The institution pays for the costs of the initial evaluation and subsequent reevaluations. In addition, it also pays an annual membership fee.

NCATE team members are drawn principally from the following:

(a) Colleges and universities preparing elementary and secondary teachers and school service personnel.
(b) Professional organizations and learned societies.
(c) State agencies.[1]

NCATE seeks to have the following core of representatives on every visitation team:

(a) An elementary education specialist.
(b) A secondary education specialist.
(c) A person representing a content teaching speciality -- an academic professor or dean who knows the subject-matter-preparation problems of teaching.
(d) Where there is a graduate program, the team needs a graduate generalist -- one who knows the problems of organization, admission, policy development, etc.[2]

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[1] "Visiting Team Membership." Washington, D.C.: National Council for Accreditation of Teacher Education. p. 1.

[2] "A Guide to the Council's Need for Team Members." Washington, D.C.: National Council for Accreditation of Teacher Education.

Additional specialists may be added from graduate speciality areas such as administration or guidance, instructional resources, admissions policies and practices, or speciality programs, i.e. inner-city teaching.

NCATE teams are usually composed of six persons for undergraduate degree programs and nine or ten persons for institutions which offer both graduate and undergraduate programs. It is official NCATE policy that there shall be at least two practitioners on each team. One of these is a classroom teacher; the second may be a teacher, an administrator, or some other instructional specialist. Each team must have a woman and a minority representative. Students may serve on NCATE visitation teams, however, there have been few instances in which students have participated.

The NCATE standards "were prepared by the Evaluative Criteria Study Committee of the American Association of Colleges for Teacher Education" (the AACTE's membership consists of 850 teacher education institutions). It has only been within the past year that the NCATE Standards Committee has been moved from th AACTE. AACTE was the first organization to evaluate teacher preparation programs, although it was never officially recognized by the National Commission on Accrediting, which was organized in 1949.

The NCATE "Guidelines for Preparing the Institutional Report" are geared primarily to gather a great deal of information about how the university is structured, how it defines its teacher preparation function, and how much education its faculty members have, for example. The standards give no clear picture of what are the necessary skills and capabilities of a teacher. The standards do not provide for testing the skills of the student as a teacher. Rather, they evaluate the university according to standards of how the university should prepare a teacher. Paul Olson has commented:

> ...The guidelines and recommendations and the teacher programs based on them have not, so far as can be discovered, been validated as having positive and benign effects on the skills, knowledge, and competence of prospective or of in-service teachers. Nor has it been demonstrated

> that completion of such a program will cause a teacher to have a benign effect on the achievement or well-being of children whom he or she teaches.[1]

As with the regional accrediting associations "the list of accredited institutions indicates only those institutions which meet the standards for accreditation and not the rank of institutions in the degree to which they pass these standards."[2]

"The documents used in NCATE evaluation and accreditation activities are considered confidential."[3] NCATE does have an appeals board which is composed of "five persons from outside Council membership." A request for appeal must be made within 30 days after notification of Council action.

NCATE describes its relationship with the regional accrediting agencies and state education departments as follows:

> The Council shares information with them [the regionals] and conducts joint or independent evaluations in accord with agreed upon policies and procedures. The Council also conducts joint evaluations involving teams representing State Departments of Education, when this is desired. In joint evaluations involving the Council and the regional associations, the two organizations have joint teams of evaluators and the institutions prepare separate reports to each organization. Each accrediting agency takes separate action on the institutions and publishes separate lists of accredited institutions.[4]

V. INTERRELATIONSHIPS AMONG ACCREDITING ASSOCIATIONS

The state agencies and the regional and national accrediting associations all attest to being independent. Their

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[1] Olson, op. cit., Chapter II, p. 35.
[2] Deighton, op. cit., p. 55.
[3] Doran Christensen, associate director of NCATE as quoted by Olson, op. cit., Chapter II, p. 21.
[4] Twenty-first Annual List, op. cit., p. 6.

activities, however, are significantly interwoven through joint evaluation efforts, through accrediting prerequisites, through reciprocity agreements, through the professional associations and learned societies, and through the actions of the federal government. NCATE, for example, relies on regional accreditation as evidence of the overall general quality of an institution. NASDTEC, in turn, relies on NCATE accreditation as the standard of quality for an institution. The NASDTEC standards make the following further recommendation:

> It would appear to be advantageous to State education agencies to adopt policies which would permit maximum cooperation with NCATE and coordination of State approval and accreditation whenever possible. In organizing visiting committees, it would be desirable to establish cooperative arrangements which facilitate working relationships.[1]

The NASDTEC standards go on to recommend this same type of cooperation with the regionals and the various subject matter organizations such as the American Association for the Advancement of Science and the American Historical Association.

> For the most part, the extant advice, recommendations, and guidelines from professional societies have their source in federally-funded projects dating from the 1960's in which, for the most part, NASDTEC worked with a number of professional societies to develop guidelines for teacher education in various discipline-oriented specialties.[2]

The federal government aids the accrediting associations through the the funding of projects. The NCATE standards are the result of pilot testing of an earlier draft of the standards which was done under a contract with the U.S. Department of Health, Education, and Welfare, Office of Education. The NASDTEC standards represent a "further revision of United States Office of Education Circular No. 351."

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[1]NASDTEC Standards as cited in Olson, op. cit., Chapter II, p. 10.
[2]Olson, op. cit., Chapter II, p. 33.

VI. THE FEDERAL ROLE IN ACCREDITATION

The U.S. Commissioner of Education is authorized to determine the eligibility of institutions for direct student financial aid and institutional support. The Commissioner is responsible for periodically publishing in the Federal Register a list of those accrediting associations recognized by him to be reliable authorities as to the quality of training offered by institutions throughout the country.

The Korean G.I. Bill of 1952 was the first piece of legislation which made accreditation a prerequisite for federal assistance. There are now "some 20 federal aid to education programs (which) cite accreditation in the determination of institutional eligibility. The list of accrediting agencies and associations has grown from 28 to 63, with several more seeking recognition."[1] There are 8,318 institutions eligible to receive federal funds. Because of the vast sums of federal money, such as $7.5 billion for the guaranteed student loan program alone,[2] tied to accrediting mechanisms, "the U.S. Office of Education has deemed it only prudent to establish and gradually intensify, Federal oversight of the operations of those accrediting agencies recognized by the Commissioner."[3]

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[1]T. H. Bell, Commissioner of Education. "Accreditation and the Education Consumer," a speech presented to the Annual Meeting of the Middle States Association of Colleges and Secondary Schools delivered on December 6, 1974 in Washington, D.C. Available from the Accreditation and Institutional Eligibility Staff, U.S. Office of Education, Department of Health, Education, and Welfare, Washington, D.C., p. 2.

[2]Statement by T.H. Bell concerning the "Proposed Trade Regulation Rule of the Federal Trade Commission on Advertising, Disclosure, Cooling Off and Refund Requirements Concerning Proprietary, Vocational and Home Study Schools" before the Federal Trade Commission on December 16, 1974. Available from the A&IE Staff, Washington, D.C., p. 3.

[3]Statement by Peter P. Muirhead, deputy commissioner, Bureau of Postsecondary Education, U.S. Office of Education, before the Special Subcommittee on Education of the Committee on Education and Labor, U.S. House of Representatives, Hearings on "Federal Higher Education Programs - Institutional Eligibility and Accreditation." Ninety-Third Congress, Second Session. Washington, D.C.: U.S. Government Printing Office. Part I: Accreditation, July 18, 1974, p. 27.

The federal government has mounted its oversight functions in the area of accreditation with two objectives in mind: (1) to strengthen the accrediting association systems of self-regulation, and (2) to strengthen the states' policies and procedures for the approval of postsecondary or degree-granting institutions.[1]

The "Criteria for Nationally Recognized Accrediting Agencies and Associations" were developed by the Office of Education to "encourage improvement in the accreditation process, particularly in the areas of responsiveness to the public interest and protection of the student."[2]

> Changes in the procedures and operations of nationally recognized accrediting bodies which bear upon the interests of the education consumer include:
> 1. Measures to improve the self-assessment process;
> 2. Development of workshops for evaluators;
> 3. Change in evaluative criteria;
> 4. Adoption of due process and redress procedures;
> 5. Inclusion of lay persons on decision-making bodies; and
> 6. Stronger ethical practice codes for accredited institutions.[3]

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[1]The third area in which the the U.S. Office of Education's efforts are concentrated is in improving its own program regulations and eligibility requirements. This is another aspect of the OE's program which students should be aware of, although it does not deal with the specific topic of our booklet, which is accreditation. The new regulations for the Guaranteed Student Loan Program which were published in the Federal Register on February 20, 1975, include consumer safeguards for students participating in the program by providing pro-rata refund policies and information disclosure to prospective students. The disclosure to prospective students section has detailed references to information about a school's record of job placement in career fields.

[2]Statement by T. H. Bell before the Federal Trade Commission, op. cit., p. 8.

[3]Statement by T.H. Bell before the Federal Trade Commission, op. cit., p. 8.

A copy of the revised "Criteria for Nationally Recognized Accrediting Agencies and Associations" can be obtained from:

Accreditation and Institutional Eligibility Staff
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202
202/245-9570

The Accreditation and Institutional Eligibility Staff processes complaints against any school accredited by an agency recognized by the Commissioner of Education. "Although the Office is not empowered to exercise direct control over educational institutions, it does seek to determine...whether or not a possible violation of the accrediting agency's standards has occurred...."[1]

The Staff reviews the complaint and sends a copy to the relevant accrediting agency having jurisdiction, with a request that the matter be investigated and a report sent back to the Staff. If the Staff is not satisfied with the report, or the complainant provides further substantiating data, the Staff may request the agency to investigate the matter further. The Staff may also correspond directly with the institution.

The Accreditation and Institutional Eligibility Staff evaluates accrediting agencies every four years to determine if they are continuing to meet the "Criteria for Nationally Recognized Accrediting Agencies and Associations." In addition, the Commissioner of Education has the right to review an agency at any time in relation to its compliance with these Criteria. For further information contact the Staff at the address given above.

In 1973, the U.S. Office of Education was one of three agency members of the Federal Interagency Committee on Education (FICE) to provide a grant to the Education Commission of the States to establish a "Task Force on Model State Legislation for Approval of Postsecondary Education Institutions and Authorization to Grant Degres." The "Model Legisation" which resulted:

> ...sets forth minimum standards which State agencies are encouraged to use for determining

[1]Statement by Peter P. Muirhead before the Special Subcommittee on Education, op. cit., p. 27.

whether or not postsecondary education institutions of any type may operate within a State. These standards focus upon an institution's ability to enable students to reach their educational objectives. They call for providing fair and accurate information for prospective students in regard to the objectives, costs, and conditions involved. The "Model Legislation" requires not only truth in advertising, but also disclosure of relevant information. Finally, the "Model Legislation" provides --

--that institutions establish fair and equitable cancellation and refund policies; and
--that the State agency develop conditions for licensing sales agents, provide procedures for the review of consumer complaints, and insure the preservation of academic records at institutions which cease to exist.[1]

Copies of the "Model Legislation" ($2.00 per copy) may be obtained from the Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (303/893-5200).

There is a plethora of activity and debate in the federal arena on accreditation and issues related to it. Peter P. Muirhead, Deputy Commissioner, Bureau of Postsecondary Education, USOE, commented: "One of the pressing questions right now is just how far this /federal/ oversight /of accreditation associations/ can and should go in order to achieve realistic assurance that both the students' educational rights and the taxpayer's dollars are protected while, at the same time, avoiding unwarranted Federal intrusion into the educational process."[2]

VII. THE NEA POSITION: SELF-GOVERNANCE

The National Education Association and its state affiliates have over the past several years made "self-governance

[1]Statement by T. H. Bell before the Federal Trade Commission, op. cit., p. 6.
[2]Statement by Peter P. Muirhead before the Special Subcommittee on Education, op. cit., p. 28.

of the profession" one of their goals. Essentially this means that educators want the legal right through professional standards and licensure boards or commissions at the state level to set standards for entry and continuation in the profession as well as to decide how and where teachers should be prepared. In 1971, the NEA developed "A Model Teacher Standards and Licensure Act" with this objective in mind. The emphasis by teacher associations on accreditation and certification and on elevating the professional status of teaching is increasing. (Compare teaching with other professions on page 25.)

What would this commission do that is not being done now? In nearly every state the responsibility for the governance of the teaching profession lies with people who are not teachers. Decisions about teaching should be made, however, by teachers. The profession is not yet governing itself. A state professional standards and practices commission, which would have more teachers on it than any other group, would allow teachers to decide (1) who becomes a teacher and (2) who remains a teacher.

Does this mean that teachers will control education? Definitely not. By state law the public controls education and sets school policies. The proposed law does mean, however, that teachers will become responsible and accountable, and therefore professional.

The NEA has developed criteria for the kind of professional standards and licensure boards or commissions it wishes to see formed. These criteria are:

1. The state has either a legally established professional board which has legal responsibility for teacher licensure and for state approval of teacher education programs, or it has a board or commission which has the major say in the state about standards for certification and for accreditation of institutions which prepare teachers. (The latter may be advisory to the state board of education at first, but even so, if it is created by law, it can assume the standards determination role if it functions effectively.)

2. K-12 practitioners comprise a group larger than any other membership group (e.g., college representatives, citizens, school board members) on the board or commission.

3. The established professional board must have the approval and support of the state affiliate, including constant attention to implementation and maintenance of the board or commission.[1]

There are now only two states -- California and Oregon -- where commissions have full legal powers. Three other states -- Massachusetts, Minnesota, and Pennsylvania -- meet NEA criteria even though their boards are technically advisory. Fifteen other states have "practices and standards commissions and/or boards which were created by legislative act to be advisory to the state board of education." These are Alaska, Colorado, Connecticut, Florida Georgia, Idaho, Iowa, Kansas, Kentucky, Nebraska, North Dakota, Oklahoma, South Dakota, Texas, and Utah. "According to the NEA, many of the boards or commissions are inadequately funded and do not include the responsibility for certification and accreditation."[2]

Another seventeen states have legislation either being planned or pending: Hawaii, Illinois, Michigan, Montana, New Jersey, New Mexico, North Carolina, Ohio, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

It is still too early to determine the effect of increased teacher involvement on accreditation and state approval. It appears safe to say, however, that teachers are no longer content to let higher education "own" teacher preparation, or to let lay persons (present state boards of education) continue to set standards for teacher preparation.

More information about governance of the teaching profession and how your chapter can become involved, is available from NEA-IPD, 1201 Sixteenth Street, N. W., Washington, D.C. 20036. Ask particularly about playing The Governance Game.

[1]Teacher Standards and Practices Commissions: A Directory. Washington, D.C.: National Education Association, Second Edition. August 1974. p. v.
[2]Stinnett, op. cit., p. 6.

In addition, special concern has been expressed by the NEA concerning performance-based teacher education (also referred to as competency-based teacher education or competency-~~based education~~) since PBTE has in some states been mandated. PBTE is still only in the experimental stage. ~~PBTE programs~~ should be carefully examined for validity before they are approved or implemented. The NEA position on PBTE is also available from NEA-IPD, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

LICENSURE AND ACCREDITATION IN SELECTED PROFESSIONS [1]

PROFESSION	INITIAL LEGAL LICENSURE	ACCREDITATION OF PREPARATION INSTITUTIONS
Accountancy	By state boards of accountancy, all or majority of whom are practitioners nominated by profession; examination plus experience necessary for licensure in most jurisdictions.	Accreditation by American Association of Collegiate Schools of Business or Regional Accrediting Association or State Board Review.
Dentistry	By state boards of dental examiners, all or majority of whom are practitioners appointed by governors —in many states on recommendation of state dental societies.	National by Council on Dental Education, American Dental Association. States require graduation from accredited institutions for licensure.
Medicine	By state boards of medical examiners, all or majority of whom are practitioners nominated by profession.	National by Liaison Council on Medical Education, American Medical Association and Association of American Medical Colleges. Required.
Law	By state boards of bar examiners, all or majority of whom are practitioners appointed by state supreme court.	National by Council of the Section of Legal Education and Admissions to the Bar, American Bar Association. Required for licensure in most states.
Nursing	By state boards of nursing, all or majority of whom are practitioners nominated by profession.	State required by state board of nursing; national available on voluntary basis by National League for Nursing.
Osteopathic Medicine	By one of the following, depending on the state: State board of osteopathic examiners State board of medical examiners Composite board of medical and osteopathic examiners.	National by American Osteopathic Association. Required.
Teaching	In most states, licensure and accreditation functions for elementary and secondary teachers are controlled by state boards of education whose members are laymen, not practitioners. (College teachers are not licensed.) National accreditation of preparation institutions by the National Council for Accreditation of Teacher Education is voluntary. Members of state boards of education are either appointed by the governor or elected by the general citizenry.	
Engineering	By state boards of engineering examiners, all or majority of whom are practitioners nominated by profession; license granted on demonstrated competence, including examination.	National by Engineers' Council for Professional Development. Voluntary: State also voluntary.
Architecture	By state boards of architectural examiners, all or majority of whom are practitioners nominated by profession; license granted on examination.	National by National Architectural Accrediting Board, Inc. Voluntary.

[1] Vermont Education Association: Governance. Washington, D.C.: National Education Association, pp. 6-7.

GUIDELINES FOR STUDENT INVOLVEMENT

TO IMPROVE TEACHER EDUCATION

I. HOW AND WHERE DO YOU START?

The question probably most on your mind is "But where do I start; what do I do?" The following suggestions might answer some of your questions.

1. Begin by gathering information. Involvement and change in the accreditation process does not occur overnight. The programs which you begin now will need to be carried on by those Student NEA members who come after you.

   Your ability to persuade national accrediting bodies, state department of education representatives, state legislators, and other members of your own association will depend on the factual data which you use to support your claims and the manner in which you present your positions.

   The role of the national Student NEA should be to compile and disseminate data for use by its local and state affiliates. It should be the responsibility of the local and state Student NEA's to provide information to the national office for dissemination.

   Begin by studying your community and state. Be sure to define the area of your study. What questions are you seeking the answers to? What direction are you headed in? What are the heated issues within your membership? Pay careful attention to the validity of your data since you will want to be able to use it to support your positions. Some questions you might ask are:

   a. When was your college or university last accredited?
   b. Does your teacher education meet the "Essential Criteria"? If not, why not?
   c. What do graduates from the program think about their preparation to become teachers?
   d. How many recent graduates found teaching jobs?
   e. What is the position of the local teacher association on teacher education? What committees do they have dealing with teacher preparation? What is their relation to the university? What are their concerns as cooperating teachers?

f. What are your state department standards for teacher education? How do they compare with the Essential Criteria or with local or state goals for teacher preparation?

g. On what committees and governing bodies do students have representation? How do you get representation? How can you unofficially participate?

h. How can you influence the actual content of teacher education? For example, obtain a copy of the Iowa Governance Packet from NEA-IPD, 1201 - 16th St., N.W., Washington, D.C. 20036, and work to have it included in the preservice curriculum at your college or university.

2. Decide what your goals are. You may find significant problem areas from talking with students, faculty, teachers, and community representatives. An issue may be warming up or already hot in the frying pan. At any rate, your goals must have the support of your membership and must be reflected in the governing documents of your association, the resolutions.

3. Decide on how you will reach your goals. There are two main avenues you can take. One is working through the system. This means getting representation on the accreditation bodies and becoming active in committees and activities. Another avenue is to challenge the existing structure through court challenges or by legislative activity.

4. Develop your cadre. Decide who will be responsible for doing what. Be sure to recruit responsible, knowledgeable people who can present your case persuasively. Involvement and training of new members should be a continuous concern of yours so as to provide continuity to your program and efforts.

5. Develop a budget. Determine how much money your activity will cost. Do you have these kinds of funds available from membership dues? What alternative sources of funds can you look to? How can you raise needed cash?

6. Don't just talk about what should be done; get busy and do it.

7. Service to membership. Investigate and verify the complaints of students about teacher preparation and complaints of graduates from your teacher preparation program. This information should be categorized and provided to state and national Student NEA offices to support challenges to teacher preparation programs.

8. Pay careful attention to your public relations, particularly to the kinds of information you are making available to those individuals on committees toward which your program is aimed. Be sure that your data are factual and presented in good form, as brief as possible, and in easy-to-read language. Also be sure you know the names and titles of the individuals involved. Pay careful attention to the relationships which you develop and to your own appearance and manner of presentation.

9. Keep your membership informed. Local Student NEA activities should be made available to the national Student NEA for dissemination to other local and state associations through Student NEA Impact. Effective associations at each level -- local, state, and national -- depend upon each helping the other. Communication vehicles of the association facilitate the flow of information, data, techniques, and new developments. Each level should endeavor to keep the others informed and to respond to requests for information and assistance.

10. Look for other groups with which you can form alliances either within the association or outside of it. Gather support for your cause.

11. Conduct periodic evaluations of your efforts. Are you still working toward your goal(s)? What unforeseen events have come up? Is each individual in your cadre doing his/her part? How are your funds holding up?

12. If you reach your goal, set another. If you don't reach it, evaluate what went wrong -- your objective is to learn from what you did -- regroup and start over.

II. WORKING WITH TEACHER ASSOCIATIONS

Student NEA members and teachers share a deep interest in teacher preparation. NEA Resolution 74-21, Teacher Education, reads: "The National Education Association believes that teachers and students preparing to teach must be directly involved in evaluating and improving the standards for teacher preparation and certification." Student NEA local, state, and national associations should develop rapport with their teacher associations to accomplish goals mutually beneficial to both associations.

At the 1975 NEA Representative Assembly, Student NEA members have delegate representation for the first time in the history of the Student NEA. The terms and conditions of the new "Relationship Between the National Education Association and Student National Education Association" adopted by the NEA Board of Directors and Executive Committee and the Student NEA Executive Committee in the spring of 1975 calls for the political relationships between the two associations to "be expanded to provide meaningful student roles in NEA governance."

In addition, in Resolution B-1 adopted at the 1974 NEA Representative Assembly, teachers voted to urge their local affiliates "to involve members and those affected in the development and implementation of programs for instructional improvement, curriculum development, and individualization of instruction relevant to the needs of the students." To the Student NEA, this resolution means the involvement of Student NEA members.

1. Some suggested cooperative projects:

   a. Obtain reciprocal representation on the committees and governing bodies of each other's association, i.e. representative assembly, board of directors, executive committee, and standing and special committees.
   b. Present the Student NEA "Essential Criteria for the Improvement of Teacher Preparation Programs" or local or state student developed goals to the appropriate teacher association committee for consideration.
   c. Participate in developing teacher association standards for teacher preparation.
   d. Participate in teacher association designed and conducted studies of the concerns of recent graduates about their teacher preparation. Join with teachers in bringing pressure to bear on accrediting associations to ensure that colleges and universities use such data in making needed modifications and/or changes in their teacher preparation curricula.

e. Conduct discussions and conferences on the pre- and in-service education needs of teachers to develop continuity between preprofessional and professional training. Keep each other abreast of expanding techniques, skills, and knowledge in professional areas
f. Work with the local, state, and national teacher associations to make teacher preparation more relevant to the skills and theories behind teaching.
g. Examine resource materials such as The University Can't Train Teachers, Nebraska Curriculum Development Center, Lincoln, 1972.
h. Design and conduct studies to determine who your clients will be or are -- their culture and traditions and what they want to know.
i. Work together to achieve greater involvement of practicing teachers in the teacher preparation curriculum, and encourage greater involvement of college of education faculty in the schools.
j. Request copies of the Iowa Governance Packet from the NEA for possible use in colleges of education.
k. Emphasize, define, and upgrade the role and training of cooperating teachers, student teachers, and interns. Set the legal responsibility for each of these.
l. Jointly engage in the development of new standards to propose to the state standards commission or state department of education.
delegated Commissions.
m. Use NEA materials such as The Governance Game to upgrade conscious awareness of members about role differentiation in standards and licensing.
n. Work to establish a legally delegated standards commission in your state.

2. Become active in teacher association meetings and programs.
a. Plan and work for effective input into local, state, and national teacher associations through student representatives on official governing bodies and advisory committees.
b. Use student data which identify preprofessional needs.
c. Elect leaders and representatives who will responsibly and ably represent you.
d. Enter into cooperative projects and efforts when the goals are mutually beneficial to both associations.
e. Offer your assistance and manpower to work with and for the teacher association.

3. Use the services and staff of the teacher association to aid you:
   a. Locate practicing teachers to serve as advisors to local Student NEA chapters.
   b. Find out what data are available from the teacher association on teachers' perceptions about their own training.
   c. Work through student representatives on advisory committees and task forces to recommend program and budget objectives and activities concerning teacher preparation.
   d. Consult association attorneys on legal issues involved in accreditation and teacher preparation.

III. WHAT TO ASK STATE AGENCIES

Before you begin any activity at the state level be sure you have a good understanding of the state board and the state department of education structure and operation, of legislative and court actions in the area of teacher preparation and certification, and of the powerful and influential groups which are active at the state level.

State Boards and Departments of Education

State boards of education are elected in some states and appointed in others. State board members are the policy makers. State departments of education, headed by the chief state school officer in the state, are the staffs which carry out state board policy.

Know who serves on the state board and who heads the state department staff. Obtain copies of all relevant documents -- statutes or board policies -- which set forth the purpose, policies, and operation of the board in the area of teacher accreditation and certification.

1. Who has the legal authority for teacher accreditation and certification? How was this authority granted -- legislative statute or board of education policy?

2. How is the state board structured? What are the lines of authority? Who has unofficial authority or power?

3. Who are the staff directly responsible for teacher preparation?

4. What is the relation of the state board to students -- to teachers -- to the state legislature?

5. What is the main work of the board? What activities is the board planning for the near future, e.g., proposed legislation to set up a practices commission, or a revision of the state standards?

State Budget for Education

1. What is the amount and source of funds to maintain the operation of the state board of education, committees and

commissions, the development of standards, and the conduct of evaluation visits? Is this adequate?

2. What is the budget for this year? Next year?

3. What is the budgeting cycle? When and how can you have input into it?

4. When is the budget presented to the legislature? Are there open hearings? What is the procedure for giving testimony?

State Advisory Committees or Commissions

Obtain copies of committee and commission members' names and addresses, governing documents, proceedings, reports, policies, etc.

1. What committees or commissions are there at the state level? What are their stated purposes?

2. Who are the members of these committees or commissions? Who do they represent? How are these members selected?

3. Do the governing documents for these committees or commissions allow for student representation? Do students have full voting rights? What other means are provided for student input?

4. What is the procedure for getting student representation on the committees or commissions?

5. What kind of support could you expect in seeking representation?

6. How often do the committees or commissions meet and where? Are these meetings open?

7. What are the major activities of the committees or commissions?

State Approval for Teacher Preparation

A. Standards:

   1. What are your state standards for teacher preparation?

   2. How and when were they developed? When were they updated last?

3. How were these standards validated?

4. Who developed them?

5. How do the standards compare with the "Essential Criteria"; with the standards of the National Council for Accreditation of Teacher Education; with the standards of the National Association of State Directors of Teacher Education and Certification? Were any of the preceding used to develop your state standards?

6. Is there language providing for student involvement in the design or evaluation of the teacher preparation curriculum contained in the state standards?

7. How often are the standards changed and what is the procedure?

8. What is the attitude of the state teacher association toward the state standards?

9. How do the state standards relate to the state certification requirements?

B. State Visitations:

Have copies of all relevant materials sent to you -- the institutional self-evaluation forms, guide to preparing the institutional report, state handbooks and/or manuals on procedures.

1. What colleges and universities in your state have teacher education programs?

2. Which colleges and universities have NCATE approval? What is the proportion of nationally accredited schools? Is there any different treatment of public as opposed to private institutions?

3. Does your state use the approved program approach? Does your state conduct visitations? If not, how are schools of education and/or teacher candidates evaluated. The NEA Manual on Standards Affecting School Personnel

in the United States, 1974 Edition, may be of help to you in answering these questions. (Available for $6.50 from NEA Order Department, Academic Building, Saw Mill Road, West Haven, Connecticut 06516.)

4. What are the procedures and timetable for state visitations? For NCATE visitations?

5. How is the institutional self-study, if any, conducted? By whom?

6. What are the relevant committees and activities at the institutional level that students can be on or meet with or be involved in.

7. How are visitation team members chosen? What is the representation alloted to each interest group? Are students included? Are teachers represented?

8. How many students have served on teams? How many students were recommended? What is the proportion of those accepted to those turned down?

9. Who votes on granting approval of teacher preparation programs? How is information released on actions taken on program approval?

10. How many schools have been approved, denied approval or had their state approval postponed? What were the reasons?

11. What due process guarantees are included in the denial of state approval? What is the appeal procedure?

Relationships with Other Accrediting Agencies

1. Does the state department of education conduct visitations with the regional accrediting organization? With NCATE?

2. Are there any students and teachers in your state who are on NCATE or regional accrediting organization committees and governing bodies?

Legislature

1. Who are the majority and minority leaders, and other influential leaders?

2. Who are the members of the education and budget committees? Which legislative districts are they from? What are their voting records? Are they "friends of education"?

3. Is there any pending legislation either directly or indirectly related to teacher education and accredition? Obtain copies of any proposed legislation. What action is expected on it? What is the schedule of hearings?

4. What is the legislative calendar year?

5. How may bills be introduced and/or testimony presented?

Courts

1. What accreditation/education-related cases have been decided in your state courts?

2. What are the sources of free legal aid or consultation?

3. Does the state teacher association have an attorney on its staff?

4. What are the major groups active in accreditation-related legal challenges in your state or federal district?

Interest Groups

1. What other interest groups in your state, such as consumer protection groups, are concerned with accreditation?

2. Do you share a commonality of goals and concerns?

3. Who are the leaders of these other groups?

4. What cooperative projects/coalitions can you help create?

5. When do these groups hold meetings or caucuses?

IV. WHAT TO DO WITH STATE AGENCIES

There are numerous activities you can become involved in at the state level. Some of them are:

State Board or Department of Education

1. Get representation on the state standards commission and become involved in its activites.

2. Participate on visitations or in the application and development of state standards.

3. Become involved in legislative efforts in cooperation with the state teacher association to set up a state standards and practices commission.

4. Be aware of and conversant with past and current research dealing with teacner education. Critique this body of data and be prepared to defend or negate these "facts" as appropriate before either the state board or the state legislature.

State Legislature

1. Be involved in the election/selection process for members of the state legislature and state department of education through the activities of the local and state teacher associations.

2. Participate in local and state lobbying efforts in cooperation with the state teacher association and possibly through the state legislative liaison program.

3. Have a legislative/publicity chairperson and a legislative program.

4. Publish the Student NEA point of view and activities through local and national media such as TV talk shows, and newspaper and magazine stories in public and professional vehicles.

5. Prepare and distribute periodical fact sheets -- to members of the state legislative committee on education, for example.

6. Prepare and distribute to members of Student NEA lists of members of the state legislature and personnel in the state department of education, with charts showing the relationship of these bodies to each other and to the institutions which prepare teachers.

7. Develop effective lines of communication and essential rapport with members of the legislature.

8. Attend caucuses.

9. Provide testimony at state hearings on accreditation and higher education -- present student-developed and collected data.

10. Use your vote.

11. Be sure students are registered voters.

12. Establish liaisons with other interest groups who share your goals.

V. PARTICIPATING IN NCATE

Write to NCATE, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (202/298-7118), and get a copy of their Annual List sent to you as well as a list of the institutions to be evaluated in the next two years. The Annual List shows all institutions which currently have NCATE accreditation. By looking at the date of accreditation you can determine when your college or university will be reevaluated again (ten-year cycles). If your school is not listed, then you do not have NCATE accreditation, or it was denied, or postponed. Find out why. The complete process for obtaining NCATE accreditation actually takes from a year to a year and a half, so you will have to begin thinking about involvement this far ahead of the date listed in the Annual List. Be sure you have copies of relevant NCATE documents such as the Standards and the "Guidelines for Preparing the Institutional Report," so that you will be well-informed, knowledgeable about NCATE standards, procedure, and any language specifically dealing with students and their involvement.

Request for Accreditation

1. An institution begins by petitioning for accreditation. The individuals who usually are involved in making the decision to file for NCATE accreditation are the college president, the vice president, the dean of the college of education, an academic generalist, and a representative from the graduate degree programs (if any).

2. Decide who, what, and when and how you are going to be involved.

3. Very early in this process your Student NEA chapter should vote on and present a formal resolution requesting involvement in the NCATE evaluation. This resolution should be sent to the dean of your college of education with copies to each of the above mentioned individuals. NCATE Standard 3.4 calls for the institution to have "representative student participation in the evaluation and development of its teacher education programs." You can use this to support your request.

4. NCATE Standard 1.4 reads: "In planning and developing curricula for teacher education, the institution gives due

consideration to guidelines for teacher preparation developed by national learned societies and professional associations." This is a good opportunity to present your membership's proposals for improvement in your teacher preparation program either as contained in the "Essential Criteria" or locally drawn up.

NCATE Orientation

NCATE holds an orientation during January of each year for all schools scheduled to be visited the following fall or spring. You will want to lobby for getting a student representative sent to the orientation session. Each school is allowed to send two or three representatives.

Institutional Self-Study

1. The purpose of the self-study is to provide evidence to support the fact that the institution meets the NCATE standards. The self-study committee is usually composed of from 25 to 30 people who begin work about a year before the NCATE team visitation. As a follow-uo to your resolution you will want to see that you have student representation on the self-study committee.

2. The self-study committee is normally subdivided into five to seven information-seeking subcommittees dealing with specialized program areas. Preferably, you will want to have at least one student representative on each of the subcommittees.

3. Another committee which should have student representation is the editorial committee which prepares the final copy of the self-study report to submit to NCATE.

4. About eight to twelve months prior to the NCATE team visitation the selection of team members begins. Your primary objective at this time is to be sure that your school specifically requests that at least one student representative from another school or state serves on the NCATE team.

5. You will also want to ensure that your local self-study committee student representative(s) has a vote in the selection

of the team members (who are chosen by the school from a list of names submitted by NCATE) and are consulted prior to a selection of the student who will serve on the team.

6. The local institution appoints still another committee which acts as a courtesy committee for the NCATE visitation team. The committee provides an orientation for the team and sets up meetings and field trips for the team members.

7. Since the institution is pressured to obtain accreditation, you can use this opportunity to press for changes which you would like made, particularly if there is an appropriate NCATE standard which already speaks to it. For example, the Student NEA's Standard on Assessment (as contained in the "Essential Criteria for Teacher Preparation Programs") has its counterpart in NCATE Standard 3.3: "The institution has a well-defined plan for counseling and advising students in teacher education."

8. Develop expertise which would lead to peer relationships.

The NCATE Team Visit

Your local Student NEA chapter should be one of the groups which the NCATE team meets with.

Following the Visitation

1. The student representative(s) on the self-study committee should be given a copy of the team report.

2. The institution should be given an opportunity to write a rejoinder or reply to the team report prior to its submission to an NCATE evaluation board for final review, as well as recommendations to the Council on the granting of accreditation.

3. The final opportunity for student involvement is in the preparation of a minority report, should there be disagreement with the self-study report, the NCATE team report, or any rejoinder.

4. Be sure to follow up on the team's visit and find out what action is taken.

Action on accreditation is taken only at regular meetings of the NCATE Council, usually twice each year. The institution may request a review of the case within 30 days of notification of the Council's action if it feels that the decision of the Council is not right. The institution's next option is to file an appeal. If you are still unhappy with the Council's decision, communicate your position to the Student NEA and NEA representatives on the Council, or to the agencies which have authority or power over NCATE -- the Council on Postsecondary Accreditation or the U.S. Office of Education.

The degree to which you will be able to be involved in the self-study and NCATE team visitation will depend upon the interest and diligence of your members, and on the relationship which you develop with your college administration and faculty, and with the teacher association.

A POSTCRIPT

You know by now that accreditation and certification in teacher preparation are difficult and complex. And you know, too, that accreditation and certification must be changed in order to improve teacher education. We hope that this booklet has helped you become involved and we hope that you will let us know what activities and programs you begin as a result. If we can be of help please let us know.

Dale Rumberger
President
Student NEA
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